

**THE EFFECT OF USING LEARNING CELL STRATEGY
TOWARD READING COMPREHENSION OF
THE SECOND YEAR STUDENTS OF
MTS NURUL FALAH
SIBIRUANG**



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Thesis

Submitted to as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree in Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using Learning Cell Strategy toward Reading Comprehension of the Second Year Students of MTs Nurul Falah Sibiruang*” is written by Namira, NIM. 10814002334. It is accepted and approved to be examined in the final examination by Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, to fulfill requirement for getting undergraduate degree (S.Pd) in English Education.

Pekanbaru, 29 Rabiul Awal 1433 H
March 21st, 2012 M

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ACKNOWLEDGMENT



All praises belong to Allah Almighty, the Lord of the Universe, who rewards the researcher time, opportunity, energy, finance, health and the most belief so that the researcher is able to accomplish this project paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. Shalawat and gratitude do to our noble character, the prophet Muhammad peace is upon him, he is a teacher of teachers; he is as the best educator that teaches and educates the human kind so he has brought us from darkness to the lightness.

In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this opportunity, the researcher would like to express has great thanks and gratitude to those who have given the researcher a lot of things that researcher is able to finish and publish this research:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag., the Dean of Education and Teacher Training Faculty of State Islamic University Sultan of Syarif Kasim Riau.
3. Dr. Hj. Zulhidah, M.Pd., the Chairperson of Department of English Education for her guidance to complete this thesis.

4. Dedy Wahyudi, M.Pd., the Secretary of English Education Department who has given correction and guidance in completing this thesis.
5. Riri Fauzana, S.Pd., M.Sc., the Researcher's Supervisor who has guided the researcher in completing this project paper.
6. All lecturers who have given their knowledge and insight through the meeting in the class or personally.
7. Elpendri, S.H., the Headmaster of MTs Nurul Falah Sibiruang, his staffs and teachers who have given their kindness as long as the researcher carried out the research.
8. Metta Fitricia Eliza, S.Pd., the English teacher of MTs Nurul Falah Sibiruang who has given the researcher guidance and advice in conducting the research.
9. My beloved parents; H. Zulkifli and Hj. Nurmawilis who have given great love, advice, support and pray.
10. My beloved sisters and brothers; Nurmaidi Isra, Rizka, Sri Altin, Abdul Ghani, Fidri, Ria Resi, Ema, Iwan, Yeni, Riza, Ade, for their loves and supports.
11. My best friends, Prisa, May, Fitri, Fika, Dewi, Yesi, Heru, Ary, Rosi, for their supports and advices.
12. My all classmates; Arif, Indah, Rhe, Nunung, Puji, Jailani, Dede, Nawir, Yunal, Dwi, Eky, Adit, Hasyim, Hendrianto, Febrina, Hetti, Eka, Retno,

Rewi, Kasih, Junaidah, Putri, Kabul, Resti, Desis, Anita, Fiqoh and students of English Education Department in the academic year 2008.

Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin....

Pekanbaru, March 21st 2012

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ABSTRAK

NAMIRA (2012): Pengaruh dari Penggunaan Strategi *Learning Cell* terhadap Pemahaman Membaca Siswa Kelas Dua MTs Nurul Falah Sibiruang

Berdasarkan observasi peneliti, ditemukan bahwa siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Jadi, peneliti tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di MTs Nurul Falah Sibiruang. Subjek dari penelitian ini adalah siswa kelas dua MTs Nurul Falah Sibiruang, dan objek dari penelitian ini adalah pengaruh dari penggunaan strategi *learning cell*. Adapun jenis penelitiannya adalah *quasi-experimental*. Jenis *quasi-experimental* dari penelitian ini adalah *nonequivalent control group design*.

Populasi dari penelitian ini adalah seluruh siswa kelas dua. Keseluruhan dari jumlah populasi adalah 40 siswa; kelas VIII A yang terdiri dari 20 siswa sebagai kelompok kontrol dan kelas VIII B yang terdiri dari 20 siswa sebagai kelompok eksperimen. Karena jumlah populasi tidak terlalu besar, jadi teknik yang digunakan dalam pengambilan sampel adalah *total sampling technique*. Untuk data analisisnya, peneliti menggunakan rumus *T-test* melalui SPSS 16.0.

Setelah data dianalisis, peneliti menemukan pengaruh yang signifikan dari strategi *learning cell* untuk meningkatkan pemahaman membaca siswa kelas dua MTs Nurul Falah Sibiruang, dimana T_{hitung} menunjukkan 3.053 pada level signifikan 5% T_{tabel} adalah 2.02, pada level 1%, T_{tabel} adalah 2.72. Maka, *Null Hypothesis* (H_o) ditolak, dan *Alternative Hypothesis* (H_a) diterima, ditunjukkan dengan $2.02 < 3.053 > 2.72$.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading has an important role in learning. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently.¹

Nunan says that reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning.² They can get meaning of a text easily if they have good comprehension in a text. Comprehending a text is very crucial in reading. Irwin says that comprehension can be seen as the process of using one's own prior experiences and the writer's cues to infer the author's intended meaning.³ It means the students can use their own background knowledge to find out what the author mean.

In addition, Rose in Westwood has observed that without the ability to communicate and learn effectively through reading and writing, individuals

¹Damian Sofian, "The Important of Reading", *Ezine Article*. 2006.

²David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), p. 68.

³ Judith Westphal Irwin, *Teaching Reading Comprehension Processes*, (New Jersey: Prentice Hall, 1986), p. 9.

are severely disadvantaged for life.⁴ Related to this observation, we can recognize that reading is needed by the students very much.

MTs Nurul Falah is one of the Islamic Junior High Schools in Kampar Regency. This school provides English subject for students. There are four English skills (reading, listening, speaking and writing) that should be mastered by the students and this research focused on reading skill. School Based Curriculum (KTSP) provides reading as one of the skills in language that should be mastered by the students. The standard of competence stated based on the syllabus of MTs Nurul Falah Sibiruang for second year students is to comprehend the meaning of short functional texts and essays that form of recount and narrative text in context of environment around.⁵ This research focuses on narrative text. The passing score (KKM) of English subject in MTs Nurul Falah Sibiruang is 60.

Based on the researcher's observation on March 5th, 2011 at Islamic Junior High School of Nurul Falah Sibiruang, English subject is taught twice a week with duration of time 45 minutes for one meeting, which is school based curriculum. Based on the quotation above, English was taught maximally, especially in reading skill but some of the students still get problems and difficulties in reading skill. Their reading comprehension is still far from the expectation of curriculum.

The difficulties can be seen from the following phenomena:

⁴Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Victoria: Acer Press, 2008), p. 2.

⁵Silabus MTs Nurul Falah Sibiruang 2011-2012.

1. Some of the students cannot identify the specific information correctly.
2. Some of the students cannot determine the language feature correctly
3. Some of the students cannot recognize the generic structure correctly.
4. Some of the students cannot identify the meaning of vocabulary correctly
5. Some of the students cannot determine the communicative purposes correctly.
6. Some of students cannot share what their thinking of text with another correctly.

To improve the students' reading comprehension needs an appropriate technique or strategy helping them as solution for their problems. There is actually strategy that can help students in reading comprehension, called learning cell strategy. According to Svinivki and McKeachie, the learning cell or student dyad, refers to a cooperative form of learning in pairs, in which students alternate asking and answering questions on commonly read materials.⁶ Each student has assignment to read the same text. They have responsibility to understanding the text because they will ask and answer the questions that relate to the text with their partner after reading. Then, they share their thinking about the text that has been read each other.

In learning cell, the students become teachers. Referring to Bloom and Ausubel in Bacon, the students-as-teacher must extent his or her own understanding beyond superficial memorization to comprehension and

⁶Marilla Svinivki and Wilbert J. McKeachie, *Teaching Tips*, (New York: Wadsworth, 2010), p. 194.

meaningful learning.⁷The active students in pairs become teachers. They can help the passive students to comprehend the text. It means they help their partner in pairs that has been confused about the text. The task of the success students in peer learning is to question, explain, express opinion, admit confusion, and reveal misconceptions.⁸ The students get the information of the text from their partners first. By the end, the teacher will explain more if there are some students who are still confused. The teacher only becomes a facilitator. She or he supervises one cell and other cells. Based on explanation above, the researcher concludes that it is a student centered strategy.

This strategy provides an opportunity for all students to share their thinking each other, it increases their sense of involvement in classroom learning. It can decrease the boredom of students in teaching and learning process. Researcher hopes that by using this strategy, students should be able to identify information, generic structure, language feature and meaning of vocabulary in narrative text.

Regarding with the symptoms that researcher explains above, the researcher is interested in conducting a research entitled: **“THE EFFECT OF USING LEARNING CELL STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF MTS NURUL FALAH SIBIRUANG”**.

⁷Donald R. Bacon, *“The Effect of Group Projects on Content-related Learning”*, p. 251. (http://www.acctts.com/Eco-Futures/EarthScience/PDF_Swift-Trust/10%5B1%5D.1177_1052562904263729.pdf)

⁸Marilla Svinivki and Wilbert J. McKeachie, *Op. Cit.*, p. 193.

B. The Definition of the Term

1. Learning Cell

Learning cell is a process of learning where two students alternate asking and answering questions on commonly reading materials.⁹It means the students study in pairs. Learning cell strategy in this research is a strategy used by researcher to know its effect toward reading comprehension of the second year students of MTs Nurul Falah Sibiruang.

2. Reading

Reading is an interactive process that goes on between the reader and text, resulting in comprehension.¹⁰ In this research, reading is a skill that must be mastered by the students. Because of reading, the students can increase their knowledge and information about everything.

3. Comprehension

Comprehension is a process of integrating new sentences with antecedent information in extrasentential structures.¹¹ In this study, the students comprehend reading text because it can result the meaning of text accurately. Without comprehension reading activity is useless.

4. Reading Comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text

⁹Hisyam Zaini, et al., *Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani, 2008), p. 86.

¹⁰Kalayo Hasibuan and Muhammad Fauzan Anshari, *Teaching English as a Foreign Language (TEFL)*, (Riau: Alaf Riau Gruba UNRI Press, 2007), p. 115.

¹¹Colin Harrison, *Understanding Reading Development*, (London: SAGE Publications, 2004), p. 51.

(previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹²In this study, reading comprehension is the capability of the second year students of MTs Nurul Falah Sibiruang in understanding or comprehending the reading text (narrative).

C. The Problem

1. Identification of the Problem

Based on the background of the problem, it is clear that some of the students at the second year students of MTs Nurul Falah Sibiruang still get some problems in their reading comprehension. The researcher identifies the problem as follows:

- a. Why are some of students not able to identify the specific information correctly?
- b. Why are some of students not able to determine the language feature correctly?
- c. Why are some of students not able to recognize the generic structure correctly?
- d. Why are some of students not able to determine the communicative purposes correctly?
- e. Why are some of students not able to identify the meaning of vocabulary in the text?

¹²Janette K. Klingner, et al, *Teaching Reading Comprehension to Students with the Learning Difficulties*, (New York: The Guilford Press, 2007), p. 8.

- f. Why are some of students not able to share what their thinking of text with another?

2. Limitation of the Problem

Based on the identification of the problems above, the problem of the research is limited on two variables, namely; the effect of using learning cell strategy toward students' comprehension in narrative text. In this case, the limitation is the students who are taught by using learning cell strategy and those who are taught without using learning cell strategy at the second year students of MTs Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

3. Formulation of the Problem

The problems are formulated as follows:

- a. How is the students' reading comprehension who are taught by using learning cell strategy at MTs Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency?
- b. How is the students' reading comprehension who are taught without using learning cell strategy at MTs Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency?
- c. Is there any significant effect of using learning cell strategy toward students' reading comprehension at MTs Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency?

D. The Objectives and Significance of the Research

1. The Objectives of the research

- a. To find out the students' reading comprehension who are taught by using learning cell strategy at MTs Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.
- b. To find out the students' reading comprehension who are taught without using learning cell strategy at MTs Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.
- c. To find out if there is significant effect of using learning cell strategy toward students' reading comprehension at MTs Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

2. The Significance of the research

Related to the objectives of the research above, the significance of the research is as follows:

- a. For the teacher: to give some information to the teacher and the school about the effect of learning cell strategy toward students' reading comprehension.
- b. For the students: to give some contributions to the students in order to improve students' reading comprehension.
- c. For the researcher: to enhance the researcher's knowledge about teaching reading comprehension by using learning cell strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is an activity with a purpose. A student may read in order to gain information or verify existing knowledge.¹ In addition, Harrison says that reading not only increases our life skills and extends our knowledge but also goes much deeper.² By reading the students can know everything for example about education, politic, social, culture, religion, health, etc. It means reading is unlimited.

Reading is the most crucial in learning a language. According to Harrison, he emphasizes the importance of reading in relation to human development.³ It means the more students read, more knowledge they will get. They also can improve their knowledge more than before. It can happen if they can comprehend the text well. Reading determines how the students are able to think, that it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person they are capable of becoming.⁴

¹Kalayo Hasibuan and Muhammad Fausan Ansyari, *Op. Cit.*, p. 114.

²Collin Harrison, *Op. Cit.*, p. 3.

³*Ibid.*

⁴*Ibid.*

In addition, Johnson stated that there are three definitions of reading:⁵

- a. Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.
- b. Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning. In that way, what is in your head is just as important as what is on the page in the process of creating meaning (reading).
- c. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

According to Kalayo, the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:⁶

- a. Linguistic competence: ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentence.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.

⁵Andrew P. Johnson, *Teaching Reading and Writing*, (New York: Rowman and Littlefield Education, 2008), p. 3-4.

⁶Kalayo Hasibuan and Muhammad Fausan Ansari, *Op. Cit.*, p. 115.

- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom up strategy).

2. The Nature of Reading Comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁷

Irwin states that reading comprehension is the process in which readers understand and selectively recall idea in individual sentence (microprocesses), understand and/or infers relationships between classes and/ or sentences (integrative processes). They organize and synthesize the recalled ideas into general ideas (macroprocesses), and make inferences not necessarily intended by the author (elaborative processes). The readers control and adjust these processes according to intermediate goal (metacognitive processes). All these processes occur virtually simultaneously, constantly interacting with each other (interactive processes)⁸.

⁷Janette K. Klingner, et al, *Op. Cit.*, p. 8.

⁸Judith Westphal Irwin. *Op. Cit.*, p.3-7

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁹ Comprehension entails three elements:¹⁰

- a. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency—quick and efficient recognition of words and at least some aspects of syntactic parsing—appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change.

⁹Catherine Snow, Chair, *Reading for Understanding toward and R&D Programming Reading Comprehension*, (Arlington: RAND Education, 2002), p. 11.

¹⁰*Ibid*, p. 13-15.

Teachers can give a variety of strategies to help their students comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts.

b. The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

c. The activity in which comprehension is a part.

Reading is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter

information that raises new questions that make the original purpose either incomplete or irrelevant.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

The researcher concludes that reading cannot be separated with comprehension because the purpose of reading activity is to comprehend what has been read. It relates to the previous knowledge and strategy use that find information, generic structure, communicative purposes, and meaning vocabulary of the text which contains in the text. Reading is a useless activity if the readers or students do not understand the text.

3. Narrative Text

a. Definition of Narrative

Narrative articles and essays tell a story, they review events that have happened.¹¹ Usually the events are presented in the order in which they occurred. The purpose of narrative text is generally to

¹¹Zainil, *Actional Functional Model (AFM)*, (Universitas Negeri Padang Press, 2006), p.

entertain,inform or express ideas. Its sub-types include fables, memoirs and adventure stories.¹² The researcher uses fables in this research.

b. The generic structure of a narrative text:

- 1) Orientation: introducing the participants and informing the time and the place. Commonly, it is located in the beginning of the text. It used word such as long time ago, once, once upon a time, long ago, one day, one afternoon, etc.
- 2) Complication: describing the rising crises which the participants have to do with. It is also called conflict or problem. Commonly, it is located in middle paragraph. It becomes something interested in a story.
- 3) Resolution: showing the way of participant to solve the crises,better or worse. It is also called problem solving or conflict. It is commonly located in the end of story.

c. Language Features of Narrative

- 1) Using processes verbs
- 2) Using temporal conjunction
- 3) Using Simple Past Tense

4. Learning Cell Strategy

a. Definition of Learning Cell Strategy

¹² Colby Phillip, "*Characteristic of Narrative Text*", eHow Contributor. 2011.
(http://www.ehow.com/info_10005127_characteristics-narrative-text.html).

Learning cell is a vehicle for increasing the knowledge and understanding of the participant in a collaborative context.¹³ The students can get language dissemination/information, new vocabulary, and others information of the text. It can happen if they can comprehend the text well.

Learning cell is another strategy to learn in a cooperative learning environment. The students will study in pairs. In learning cell, pairs of students alternate asking and answering questions on material presented or read for content area.¹⁴ The students read a text first, write some questions that relate to the text and answer the questions. For the first, student A will ask the first question to student B and the student B answers the question based on his/her comprehension and additional information. Then, it is turn for student B asks to the student A. Then, the student A must answer the question and vise versa until the question is ends.

By using learning cell strategy, students develop questions individually. Then quiz each other based on these questions. A facilitator or teacher can compile all questions for future use as practice quizzes/exams. Hint: the first, encourage students to create quiz questions based on notes, books, and other resources. Second, encourage a variety of questions for deeper understanding.¹⁵ It means the students create questions dealing of text and answer questions of their partner, and vise versa. It is done to make them get learning goal.

¹³Jamshid Gharajedaghi, *System Thinking*, (New York: Butterworth-Heinemann), p. 208.

¹⁴Gretchen A Slabach and Kimberly S. Peer, *Professional Ethics in Athletic Training*, (New York: Mosby Elsevier, 2008), p. 52.

¹⁵Hixson, "The Basic Collaborative Learning Techniques", (www.si.iastate.edu)

There are some effective peers learning technique involve alternating between listening and summarizing or explaining. Learning cell can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning. It means active students can support and motivate passive students if there is confusing in understand the text. The success of students assigned to learner-teacher will then be a measure for evaluating the success of learner-teacher.¹⁶ It will make the learners responsible for both teaching and learning each other. According to Svinivki and McKeachie:¹⁷

The task of the successful students in peer learning is to question, explain, express opinions, admit confusion, and reveal misconception; but at the same time the student must listen to peers, respond to their question, question their opinions, and share their opinions, and share information or concepts that will clear up their confusion.

The researcher concludes the learning in a pairs can clarify text in detail that has been read by the students. The students share and complete information of the text each other. It means the teacher can maintain the students' focus on pair goals. The students keep their concentration in a text and they have responsibility to answer what the partner asks to them.

b. The Advantage and Disadvantage of Learning Cell Strategy

Based on Hartati, there are three advantages of learning cell strategy in teaching reading. There are as follows:¹⁸

¹⁶Gretchen A Sclabach and Kimberly S. Peer, *Op. Cit.*, p52.

¹⁷Marilla Svinivki and Wilbert J. McKeachie, *Op. Cit.*, p. 192-193.

¹⁸Sri Hartati, *The Use of Learning Cell Technique to Improve Students' Reading Comprehension (An Action Research in Class 8C of SMPN 2 Kradenan in the Academic Year of 2011/2012)*, (Surakarta: 2012).

- 1) The students get the ability how to make good questions and answers from the text.
- 2) By making questions and answers, the students can understand the content of the text.
- 3) The students have braveries in asking question, answering question and giving arguments based their answers.

There is also a disadvantage of learning cell strategy in teaching reading is that; this strategy cannot run well/effective if the students are not diligent to find out the information of text. But the teacher can anticipate this situation by giving motivation or reward to the students that can get a lot of information of the text.

c. The Procedure in Teaching Activities

The procedures in teaching and learning process, as follows:¹⁹

- 1) To prepare for the learning cell, the teacher orders the students to read a narrative text and write question dealing with the major points raised in the reading or other related materials.
- 2) At the beginning of each class meeting, the teacher randomly assigned students to pairs, and the first students (A) begins by asking the first question.
- 3) After answering and perhaps having been corrected or giving additional information, the second student (B) puts a question to A, and so on. The teacher only controls what the students have done.

¹⁹Marilla Svinivki and Wilbert J. McKeachie, *Op. Cit.*, p. 194.

- 4) During this time, the teacher goes from pair to pair, giving feedback and asking and answering questions.

The teacher can make a variation in teaching reading text by using learning cell in order to keep the students' interest in studying. A variation of these procedures has each student reads (or prepares) different materials. In this case, A "teaches" B the essentials of his or her reading; then asks B to prepare a question, whereupon they switch roles.

Learning cell strategy means to share the ideas related to the text. It is based on students' comprehension. The more students can comprehend the text the more knowledge and information they will get. This strategy also makes the students easier to ask about their difficulties in comprehending the text with their partner. The active students in pair must organize their own knowledge and understanding of text to explain it. It is like mutual learning. By using learning cell strategy, the students can study together to get information of text as much as possible.

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself.²⁰ Besides, we have to analyze what the point that focused on, inform the designs, finding and conclusion of the previous research, that of:

²⁰Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: LBSI, 2011), p. 122.

1. Sri Hartini, *The Use of Learning Cell Technique to Improve Students' Reading Comprehension (An Action Research in Class 8C of SMPN 2 Kradenan in the Academic Year of 2011/2012)*. The results of the research showed that Learning Cell Technique was able to improve the students' reading comprehension. It was proven by the increase of the students' mean score from 41.20 in pre test to 46.30 in cycle 1, and 48.70 in cycle 2, although the results of the research were just a little bit improvement. Furthermore, the class situation also improved. The class became more enjoyable and fun. Based on the result of the research, it could be concluded that the use of Learning Cell Technique has proven to be an effective way in teaching-learning of reading comprehension in Class 8 C of SMPN 2 Kradenan in the academic year of 2011/2012.²¹
2. Nadhifah, her research entitled *the effect of using learning cell strategy toward students' motivation on learning fiqh of science class at SMA Islam Dudusampeyan Gresik*. She found that implementation learning cell strategy at SMA Islam Dudusampeyan Gresik was good, students' motivation was good and there was any significant implementation of using learning strategy toward students' motivation on learning fiqh of science class at SMA Islam Dudusampeyan Gresik. r_o (r account) 0.472 whereas r table 5 % is 0.344 and r table 1 % is 0.442 with amount students are 35. It means H_a is accepted and H_o is rejected. Then implementation of learning cell strategy toward students' motivation on learning fiqh of

²¹Sri Hartati, *The Use of Learning Cell Technique to Improve Students' Reading Comprehension (An Action Research in Class 8C of SMPN 2 Kradenan in the Academic Year of 2011/2012)*, (Surakarta: 2012).

science class at SMA Islam Duduksampeyan Gresik was good. It is based on interpreted table of r value, where r_o (r account) is 0.472. It is between 0.400 and 0.700. It means the correlation was good.²²

C. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is experimental research in which focuses on gaining the effect of using learning cell strategy toward students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are:

1. Variable X: Learning Cell

a. Experimental Class

The following treatment as a collection of procedures of the implementation of learning cell strategy can be seen as in the following steps:²³

1) Pre Activity

- a) Greeting, praying and checking students' attendance list.
- b) Telling the objectives of study and giving motivation to students.
- c) Teacher explains the generic structure and language feature of text.

²²Nadhifah, *The Effect of Using Learning Cell Strategy toward Students' Motivation on Learning Fiqih of Science Class at SMA Islam Duduksampeyan Gresik*, (Gresik: 2009).

²³Marilla Svinivki and Wilbert J. McKeachie, *Op. Cit.*, p. 194.

2) Whilst Activity

- a) To prepare for the learning cell, the teacher orders the students to read an assignment and write question dealing with the major points raised in the reading or other related materials.
- b) At the beginning of each class meeting, the teacher randomly assigned the students to pairs, and one student, A, begins by asking the first question.
- c) After having answered and perhaps having been corrected or given additional information, the second student B puts a question to A, and so on. The teacher only controls what the students have done.
- d) During this time, the teacher goes from cell to cell, giving feedback and asking and answering questions.

3) Post Activity

- a) Teacher concludes the material that has been taught
- b) Teacher gives assignment to the students as evaluation of material.

2. Variable Y: reading comprehension

To find out the students' reading comprehension of second year students of MTs Nurul Falah Sibiruang, the researcher determines some indicators for reading comprehension as in the following:²⁴

- a. Students are able to identify specific information of the text.

²⁴Silabus MTs Nurul Falah Sibiruang 2011-2012.

- b. Students are able to determine language feature of the text.
- c. Students are able to recognize generic structure of the text.
- d. Students are able to determine communicative purpose of the text.
- e. Students are able to identify the meaning of vocabulary in the text.

D. Assumption and Hypothesis

1. Assumption

In general, the assumption for this research can be exposed as in the following:

- a. Learning cell strategy can improve students' reading comprehension in learning English.
- b. Learning cell strategy will give significant effect toward students' reading comprehension.

2. Hypothesis

Ho: There is no significant effect of learning cell strategy toward students' reading comprehension.

Ha: There is a significant effect of learning cell strategy toward students' reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of the research is quasi experimental design. The kind of quasi experimental design of this research is nonequivalent control group design. It involves random assignment of intact groups to treatments, not random assignment of individuals.¹ There are two classes in this research; control and experimental classes. Both of groups were given a pretest at the beginning, treatment was given only for the experimental class in the middle and posttest at the end of the research. The pretest and posttest results were compared in order to determine the effect of the treatment. Cohen *et al.* say that to account for differences between pretest and posttest scores by reference to the effects of X (treatment).²

According to Campbell and Stanley, the design of this research can be illustrated as follows:³

Table III.1

Nonequivalent control group design

\bar{O}_1	X	\bar{O}_2
\bar{O}_1	-	\bar{O}_2

¹L. R. Gay and Peter Airasian, *Educational Research*, (New Jersey: Prectice Hall Inc, 2000), p. 395.

²Cohen, Louis, *et al.*, *Research Methods in Education*, (New York: Routledge, 2007), p. 282.

³Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi- Experimental Designs for Research*, (New York: Houghton Mifflin Company, 1963), p. 40.

Where:

O_1 = pretest

X = treatment

O_2 = post test

B. Time and Location of the Research

This research was conducted at second year students of MTs Nurul Falah Sibiruang at Koto Kampar Hulu District, Kampar Regency. This research was conducted in January-February 2012.

C. Subject and Object of the Research

Based on the title of the research, the subject of the research was the second year students of MTs Nurul Falah Sibiruang. Then the object of this research was the effect of using learning cell strategy toward students' reading comprehension in narrative text.

D. Population and Sample of the Research

The population of this research is the second year students of MTs Nurul Falah Sibiruang. It has two classes, VIII A as control class and VIII B as experimental class. Each class consisted of 20 students. The total number of students at the second year students of MTs Nurul Falah Sibiruang was 40 students. Because the population was not too big, so the technique used in taking the sample was total sampling technique. According to Hidayah Syah,

sample amounts equal to the population is called the total sample (total sampling).⁴ Furthermore Arikunto, if the amount of population is less than 100 students, the researcher must take all of the population, but if the amount of population is more than 100 students, it is better to take 10-15%, 25%, or more.⁵

Table III.2
Distribution of the Research Population and Sample

No	Class	Number of students
1	VIII A	20
2	VIII B	20
Total		40

E. The Technique of Data Collection

There is an instrument that was used to acquire the data from the students. It is test. It was divided into two kinds of tests; pre-test and post-test. Pre-test was given before treatment and post-test was administered in the last of treatment. The kind of the test was multiple choices. Multiple choice questions in the hands of a skilled teacher are highly effective instrument for training interpretive skills.⁶ There were four choices A, B, C and D which were adapted from text. The form of the text was narrative test.

⁴Hidayat Syah, *Pengantar Umum Metodologi Penelitian Pendidikan Pendekatan Verifikatif*. (Pekanbaru: Suska Press, 2010), p. 140.

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 134.

⁶Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, (London: Heinemann Educational Books, 1983), p. 126.

Example:

Why the Sun and the Moon Live in the Sky

A long time ago, the Sun and the Moon were married couple who lived on the Earth and were great friends of the Sea. One day, they invite the Sea to visit them.

So the Sea went along, with the fish and all the members of his family. Surprisingly, the water begin to rise, so that the Sun and the Moon have to climb up to the roof because they do not want to be drowned, then they climbed up into the sky, where they have remain ever since.

1. "The Sea went along, with the fish and all the members of his family. Surprisingly, the water begin to rise..." This line include...

- | | |
|-----------------|--------------------|
| a. Orientation | c. Resolution |
| b. Complication | d. Solving problem |

The key word is B. The question above is example of generic structure question.

F. The Technique of Data Analysis

In analyzing the data, the researcher used score of pre-test and post-test of experimental as well as and control group. These scores were analyzed statistically. The researcher used score of experimental class and control class. In order to find out whether there was a significant effect of using learning cell strategy toward students' reading comprehension, the data statistically analyzed by using T-test formula by using SPSS 16.0 (Statistical Package for the Social Sciences).⁷

⁷Hartono, *Statistik untuk Penelitian*, (Yogyakarta : Pustaka Pelajar, 2008), p. 180.

H_0 is accepted if $t_{\text{obt}} < t_{\text{table}}$ or there is no significant effect of using learning cell strategy toward reading comprehension of the second year students of Islamic Junior High School of Nurul Falah Sibiruang

H_a is accepted if $t_{\text{obt}} > t_{\text{table}}$ or there is a significant effect of using learning cell strategy toward reading comprehension of the second year students of Islamic Junior High School of Nurul Falah Sibiruang.

G. The Validity and Reliability Test

Heaton states that the validity of a test refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure⁸. It means the test will be valid to the extent that it measures what it is supposed to measure. The type of validity is content validity. Referring to Bambang, Content validity is that if a measurement is as the representative of the ideas or the appropriate material that will be measured.⁹ The materials were taken from the guide book for the students and other related resources.

Reliability is the degree to which a test consistency measures whatever it is measuring.¹⁰ To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The researcher used the SPSS 16.0 for windows-statistical software.

Tabel III.3

Case Processing Summary

⁸Heaton. *Writing English Language Test*. (New York: Longman Group UK Limited, 1988), p. 159.

⁹Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama, (Yogyakarta: Graha Ilmu, 2006), p. 23.

¹⁰L. R. Gay and Peter Airasian, *Op. Cit.*, p. 169.

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Based on the table IV.3, we can see that the cases valid are 20 students, excluded 0, and the total students follow the test 20 students

Tabel III.4

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8.35	12.766	3.573	20

Based on the table III.4, we can see that the mean score is 8.35, variance is 12.766. Std. Deviation is 3.573, and number of items are 20.

Tabel III.5

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.649	0.647	20

Based on the table III.5, we can see that Cronbach's Alpha is 0.649, Cronbach's Alpha based on standardized items is 0.647, and number of items are 20.

The score obtained compares to r table of product moment that the degree of freedom was 38 " r " product moment at the level of 5% is 0.304 and 1% is 0.393. The score obtained of Cronbach's Alpha was 0.649 higher than r table whether 5% and 1% ($0.304 < 0.649 > 0.393$). It means that the test was reliable.

According to Heaton the value of correlation coefficients is as follow¹¹;

1. 0.00– 0.20 Reliability is low
2. 0.21 – 0.40 Reliability is sufficient
3. 0.41 – 0.70 Reliability is high
4. > 0.70 Reliability is very high

Based on the result above, reliability and validity of the test is including as highcategory.

¹¹Heaton. *Op. Cit.*, 16.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Description of Research Procedure

The purpose of the research is to obtain the students' reading comprehensions who are taught by using learning cell strategy and those who are taught without using learning cell strategy, and to find out whether or not there was the significant effect of using learning cell strategy toward reading comprehension. The researcher calculated data taken from the scores of the students' final test. The data were obtained from the students' reading comprehension of experimental and control class. Before taking the data from the sample, the researcher tried one of the second classes in order to prove whether the test was reliable or not. The result found in the try out was 0.649. It means that the test was high reliable. The researcher gave pre-test and post-test to VIII A and VIII B. The researcher asked the students to answer some questions based on the text given; the text was a narrative text. Based on design of the research, it was found that class VIII A was as control class and VIII B was as experimental class. Then, the researcher gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the researcher used the same format of questions and text of narrative to test students' reading comprehension for the post-test of experimental class. While for control

class, which was taught without using learning cell strategy, the researcher used the same format of questions of narrative for their post-test also.

The data of this research were obtained from the score of students' of the experimental class and control class. All of data were collected through the following procedures:

1. In Both classes (experimental and control group), students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices.
3. The researcher together with the observer gave a score of the students' reading comprehension that was collected from their score of pre-test and post-test.

The test was composed of 20 items, and each item was given score 5.

The final score was analyzed by using the following formula¹:

$$\text{Final score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

2. Data Presentation of students' reading comprehension who are taught by using learning cell strategy

The data of students' reading comprehension who are taught by using learning cell strategy were obtained from pre-test and post-test of VIII B as an experimental class taken from the sample of this class (20 students).

¹Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajafindo Persada, 2008), p. 32.

The researcher taught directly for eight meetings in the experimental class.

The data can be seen from the table below:

Table IV.1
The score of the students' reading comprehension who are taught
by using learning cell strategy

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	65	75	10
2	Student 2	45	60	15
3	Student 3	45	60	15
4	Student 4	55	65	10
5	Student 5	50	65	15
6	Student 6	60	75	15
7	Student 7	65	75	10
8	Student 8	65	80	15
9	Student 9	75	80	5
10	Student 10	65	70	5
11	Student 11	65	75	10
12	Student 12	50	75	25
13	Student 13	80	90	10
14	Student 14	50	70	20
15	Student 15	45	65	20
16	Student 16	65	80	15
17	Student 17	60	75	15
18	Student 18	45	60	15
19	Student 19	50	85	35
20	Student 20	60	60	0
Total		1160	1440	

From the table IV.1, the researcher found that the total score of pre-test in experimental group was 1160 while the highest was 80 and the lowest was 45 and the total score of post-test in experimental group was 1440 while the highest was 90 and the lowest was 60. Based on the data obtained, in the post-test of experimental class there was no student who did not pass the graduated standard

(SKL), or the score obtained < 60 while there were 20 students who passed the graduated standard (SKL), or the score obtained ≥ 60 .

3. Data Presentation of students' reading comprehension who are taught without using learning cell strategy

The data of students' reading comprehension who are taught without using learning cell strategy were also taken from pre-test and post-test of VIII A as control class taken from the sample of this class (20 students).

The data can be seen from the table below:

Table IV.2
The score of the students' reading comprehension who are taught without using learning cell strategy

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	75	80	5
2	Student 2	85	85	0
3	Student 3	60	65	5
4	Student 4	55	60	5
5	Student 5	90	85	-5
6	Student 6	50	60	10
7	Student 7	50	60	10
8	Student 8	65	70	5
9	Student 9	50	60	10
10	Student 10	60	65	5
11	Student 11	50	60	10
12	Student 12	55	65	10
13	Student 13	40	60	20
14	Student 14	45	55	10
15	Student 15	35	50	15
16	Student 16	45	40	-5
17	Student 17	45	50	5
18ss	Student 18	60	65	5
19	Student 19	60	40	-20
20	Student 20	50	60	10
Total		1125	1235	

From the table IV.2, the researcher found that the total score of pre-test in control group was 1125 while the highest was 90 and the lowest was 35 and the total score of post-test in control group was 1235 while the highest was 85 and the lowest was 40. Based on data above, in the post-test of control class there were 5 students who did not pass the graduated standard (SKL), or the score obtained < 60 while there were 15 students passed the graduated standard (SKL), or the score obtained ≥ 60 .

Table IV.3

The Pre-Test Score of Experimental and Control Class

No.	Students	Pre-Test	
		Experimental Class	Control Class
1	Student 1	65	75
2	Student 2	45	85
3	Student 3	45	60
4	Student 4	55	55
5	Student 5	50	90
6	Student 6	60	50
7	Student 7	65	50
8	Student 8	65	65
9	Student 9	75	50
10	Student 10	65	60
11	Student 11	65	50
12	Student 12	50	55
13	Student 13	80	40
14	Student 14	50	45
15	Student 15	45	35
16	Student 16	65	45
17	Student 17	60	45
18	Student 18	45	60
19	Student 19	50	60
20	Student 20	60	50
Total		1160	1125

From the table IV.3, the total score of pre-test in experimental class is 1160. Total score of pre-test in control class is 1125. These scores are before treatment. There is only a little difference of score.

Table IV.4

The Post-Test Score of Experimental and Control Class

No.	Students	Post-Test	
		Experimental Class	Control Class
1	Student 1	75	80
2	Student 2	60	85
3	Student 3	60	65
4	Student 4	65	60
5	Student 5	65	85
6	Student 6	75	60
7	Student 7	75	60
8	Student 8	80	70
9	Student 9	80	60
10	Student 10	70	65
11	Student 11	75	60
12	Student 12	75	65
13	Student 13	90	60
14	Student 14	70	55
15	Student 15	65	50
16	Student 16	80	40
17	Student 17	75	50
18	Student 18	60	65
19	Student 19	85	40
20	Student 20	60	60
Total		1440	1235

From the table IV.4, the total score of post-test in experimental class after having treatment is 1440. It means that experimental class after treatment is better than before. When we compare with post test of control class, the total score is 1235. The scores of two classes are increasing. But the score of experimental class is higher than control class.

B. The Data Analysis

1. Data Analysis of students' reading comprehension who are taught by using learning cell strategy

The data of the students' post-test scores of experiment class were obtained from the result of their reading comprehension after giving the treatment. The data can be described as follows:

Table IV.5

The Frequency Distribution Pre-test of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	4	20.0	20.0	20.0
	50	4	20.0	20.0	40.0
	55	1	5.0	5.0	45.0
	60	3	15.0	15.0	60.0
	65	6	30.0	30.0	90.0

	75	1	5.0	5.0	95.0
	80	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The table IV.5 shows the frequency distribution of experimental group before treatment. The output from 20 respondents, the valid percent with the interval of 45 was 20.0 %, the interval of 50 was 20.0%, the interval of 55 was 5.0%, the interval 60 was 15.0%, the interval 65 was 30.0%, the interval 75 was 5.0%, and the interval 80 was 5.0%.

Table IV.6
The Frequency Distribution Post-test of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	4	20.0	20.0	20.0
	65	3	15.0	15.0	35.0
	70	2	10.0	10.0	45.0
	75	6	30.0	30.0	75.0
	80	3	15.0	15.0	90.0
	85	1	5.0	5.0	95.0
	90	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The table IV.6 shows the frequency distribution of experimental group before treatment. The output from 20 respondents, the valid percent with the interval of 60 was 20.0 %, the interval of 65 was 15.0%, the interval of 70 was 10.0%, the interval 75 was 30.0%, the interval 80 was 15.0%, the interval 85 was 5.0%, and the interval 90 was 5.0%.

TABLE IV.7
The Classification of Post-Test Experimental Group at the Second Year Students of MTs Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	5	25%
2	Good	70-79	8	40%
3	Enough	60-69	7	35%
4	Less	50-59	-	0%
5	Bad	0-49	-	0%
	Total	-	20	100%

Based on the table IV.7, the classification of experimental group at the second year students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto

Kampar Hulu of Kampar Regency of the output from 20 students shows that the category of number 1, there are 5 frequencies (25%), the category of number 2, there are 8 frequencies (40%), the category of number 3, there are 7 frequencies (35%), the category of number 4, there is 0 frequency (0%), the category of number 5, there is 0 frequency (0%). Thus, the majority of students in this regard are classified into **good level**.

2. Data Analysis of students' reading comprehension who are taught without using learning cell strategy

The data of students' post-test scores of control class were obtained from the result of their reading comprehension without using learning cell strategy. The data can be described as follows:

Table IV.8
The Frequency Distribution Pre-test of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	5.0	5.0	5.0
	40	1	5.0	5.0	10.0
	45	3	15.0	15.0	25.0
	50	5	25.0	25.0	50.0
	55	2	10.0	10.0	60.0
	60	4	20.0	20.0	80.0
	65	1	5.0	5.0	85.0
	75	1	5.0	5.0	90.0
	85	1	5.0	5.0	95.0
	90	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The table IV.8 shows the frequency distribution of control group, the score of pre-test. The output from 20 respondents, the valid percent with the interval of

35 was 5.0 %, the interval of 40 was 5.0%, the interval of 45 was 15.0%, the interval of 50 was 25.0%, the interval of 55 was 10.0%, the interval of 60 was 20.0%, the interval of 65 was 5.0%, the interval of 75 was 5.0%, the interval of 85 was 5.0%, and the interval of 90 was 5.0%.

Table IV.9
The Frequency Distribution Post-test of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	10.0	10.0	10.0
	50	2	10.0	10.0	20.0
	55	1	5.0	5.0	25.0
	60	7	35.0	35.0	60.0
	65	4	20.0	20.0	80.0
	70	1	5.0	5.0	85.0
	80	1	5.0	5.0	90.0
	85	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The table IV.9 shows the frequency distribution of control group, the score of post-test. The output from 20 respondents, the valid percent with the interval of 40 was 10.0 %, the interval of 50 was 10.0%, the interval of 55 was 5.0%, the interval of 60 was 35.0%, the interval of 65 was 20.0%, the interval of 70 was 5.0%, the interval of 80 was 5.0%, and the interval of 85 was 10.0%.

TABLE IV.10

The Classification of Control Group at the Second Year Students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	3	15%
2	Good	70-79	1	5%
3	Enough	60-69	11	55%
4	Less	50-59	3	15%
5	Bad	0-49	2	10%

	Total	-	20	100 %
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Based on the table IV.10, the classification of control group at the second year students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu of Kampar Regency of the output from 20 students shows the category of number 1, there are 3 frequencies (15%), the category of number 2, there is 1 frequency (5%), the category of number 3, there are 11 frequencies (55%), the category of number 4, there are 3 frequencies (15%), the category of number 5, there are 2 frequencies (10%). Thus, the majority of students in this regard are classified into **enough level**.

3. Data Analysis of Effect of Using Learning Cell Strategy toward Reading Comprehension

To obtain whether there is or not a significant effect of learning cell strategy, the researcher used T-test formula by using software SPSS 16.0. The data were obtained through the gain of experimental class and control class.

Table IV. 11
Descriptive Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Postexp Postcontrol	1	20	72.00	8.796	1.967
	2	20	61.75	12.169	2.721

Based on the table IV.11, it can be seen that the total students from each group was 20, the mean of experimental group was 72.00, and mean of control group was 61.75. Standard deviation from experimental group was 8.796, while standard deviation from control group was 12.169. Standard error mean experimental group was 1.967, and control group was 2.721.

Table IV.12
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Postcontrol Equal variances assumed	.369	.547	3.053	38	.004	10.250	3.358	3.453	17.047	
Equal variances not assumed			3.053	34.596	.004	10.250	3.358	3.431	17.069	

Based on the output SPSS above (table IV.12), independent sample T-Test shows *Levene's Test* for variance in this hypothesis examination:²

Ho: Variance Population Identical

² Hartono, *SPSS 16.0 Analisis Data Statistik dan Penelitian*, (Pekanbaru: Pustaka Pelajar, 2007), p.159.

Ha: Variance Population not accepted

This statement based on the probability gate:

If Probability > 0.05 , H_0 is accepted

If Probability < 0.05 , H_a is rejected

From the table above, it can be seen that t_o 3.053 and df 38. The t_o obtained is compared to t table either at 5% or 1%. At level of 5%, t table is 2.02 and at level of 1%, t table is 2.72. Based on t table, it can be analyzed that t_o is higher than t table either at level of 5 % and 1%. In other words, we can read $2.02 < 3.053 > 2.72$. So the researcher can conclude that H_0 is rejected and H_a is accepted. It means that there is significant effect of using learning cell strategy to improve students' reading comprehension of the second year of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation in the chapter IV, finally the research comes to the conclusions about the effect of using learning cell strategy toward reading comprehension of the second year students of MTs Nurul Falah Sibiruang as follows:

1. The result of the students' reading comprehension who are taught by using learning cell strategy is **good category**.
2. The result of the students' reading comprehension who are taught without using learning cell strategy is **enough category**.
3. There is a significant effect of using learning cell strategy toward reading comprehension of the second year students of MTs Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

B. Suggestion

Based on the conclusion of the research above, it is known that using learning cell strategy toward students' reading comprehension. So that, learning cell strategy is one of choices by English teacher in order to increase students' reading comprehension.

After concluding a research at Islamic Junior High School of Nurul Falah Sibiruang, the researcher would like to propose some suggestion to

make teaching and learning process at this school getting better than before.

This suggestion as follow:

1. The researcher suggests the teacher of English subject to use the learning cell strategy in teaching and learning process because it can improve students' reading comprehension.
2. The researcher suggests the teacher of English subject to use the learning cell strategy in teaching and learning process because it can make students are active in sharing their thinking of the text to another.

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